

Houston Independent School District
232 Ross Elementary School
2022-2023 Campus Improvement Plan

Accountability Rating: C



Mission Statement

The mission of Betsy Ross Elementary is to increase academic achievement by: creating a culture built on mutual **Respect**; teaching students to take **Ownership** of themselves; creating a college bound culture by celebrating **Scholarship**; and ensuring the **Safety** of all students.

Vision

We will drive instructional excellence by increasing academic success with targeted instruction during Tier 1 instruction, interventions for all students, and detailed planning of lessons to implement a culture of determination, readiness, innovative, visionary, and equitable activities.

Campus Vision and Mission

Respect, Ownership, Scholarship & Safety too

They bring out the best in me and you

“*The ROSS Way*” and being fair

Help to show others that we really care

We all know what’s right

We all know what’s good

We will do the things we know we should

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Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of 3rd - 5th Grade students performing at or above grade level in reading as measured by the meets and masters standard on STAAR will increase 18% points from 57% to 75% on Spring Test 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of reading teachers in grades PK- 5 will provide professional learning around planning and delivering effective and engaging mini lessons and guided reading instructions.

Evaluation Data Sources: TTESS walkthrough and observation data. Running records record data at MOY and EOY. Renaissance 360 data at BOY and EOY indicating which indicate a decrease in students in urgent intervention, Interim STAAR, and STAAR results for grades 3-5 ELA.

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers in PK-5 will engage in weekly literacy instructional planning and collaboration with an emphasis on planning and executing mini-lesson and guided reading instruction.</p> <p>Strategy's Expected Result/Impact: Effective Tier I Instruction and Rigorous Lessons</p> <p>Staff Responsible for Monitoring: ELA Lead Teacher, Appraisers</p> <p>Action Steps: Revisit the planning structure to ensure days and time have been allotted to for strategic planning of mini-lessons and guided reading. Train Tier 2 leaders and Multi-Classroom Leaders on Side by Side Coaching and Gradual Release Model using the GBF Scope and Sequence and develop Coaching Calendars. Begin weekly in-class coaching and modeling for ELA teachers. Engage all ELA teachers in biweekly planning. Monitor progress using identified data points, T-TESS walkthrough, and observation data, and adjust professional learning and planning as needed.</p> <p>Title I: 2.4</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy 	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of ELA teachers will receive coaching using the Get Better Faster Scope and Sequence Guide, and feedback will be delivered using the See It Name It Do It coaching model.</p> <p>Strategy's Expected Result/Impact: Increase the effectiveness of Tier 1 Instruction.</p> <p>Staff Responsible for Monitoring: Appraisers</p> <p>Action Steps: Train Tier 2 leaders and Multi-Classroom Leaders on Side by Side Coaching and Gradual Release Model using the GBF Scope and Sequence and develop Coaching Calendars. Begin weekly in-class coaching and modeling for ELA teachers. Engage all ELA teachers in biweekly planning. Monitor progress using identified data points, T-TESS walkthrough, and observation data, and adjust professional learning and planning as needed.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of ELA teachers will receive in the moment modeling, coaching, and feedback on the creation and effective use of exemplars and success criteria to aggressively monitor instruction during pivotal learning moments in the lesson.</p> <p>Strategy's Expected Result/Impact: Increase the effectiveness of Tier 1 Instruction</p> <p>Staff Responsible for Monitoring: Appraisers</p> <p>Action Steps: Train Tier 2 leaders, Multi-Classroom Leaders, and ELA teachers on creating exemplars and effective use of success criteria to lead students to mastery. Provide modeling, side by side coaching using using the GBF Scope and Sequence (See It Name It Do It) and develop Coaching Calendars. Begin weekly in-class coaching and modeling for ELA teachers. Engage all ELA teachers in biweekly planning and monthly PLC. Monitor progress using identified data points, T-TESS walkthrough, and observation data, and adjust professional learning and planning as needed</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of 3rd - 5th grade students performing at or above grade level in math as measured by the meets and masters standard on STAAR will increase by 15% points from 39% to 55% on the Spring Test 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of math teachers in grades PK - 5 will provide professional learning experiences in planning and delivering effective and engaging mini-lessons accompanying small group instruction.

Evaluation Data Sources: TTESS walkthrough and observation data. Running records record data at MOY and EOY. Renaissance 360 data at BOY and EOY indicating which indicate a decrease in students in urgent intervention, Interim STAAR, and STAAR results for grades 3-5 Math.

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers in PK-5 will engage in weekly math instructional planning and collaboration with an emphasis on planning and executing math instruction using the 5E Model.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 Instruction and add consistency to math instruction throughout the campus.</p> <p>Staff Responsible for Monitoring: Magnet Coordinator, Appraiser</p> <p>Action Steps: Develop a master calendar that allocates time for biweekly planning and monthly PLCs to ensure days and time have been allotted to strategically plan for tier 1 and small group instruction. Revisit the instructional framework for math instruction that includes consistency in lesson delivery, environment, and expectations for math instruction in grades K-5. Monitor progress using identified data points, T-TESS walkthrough, and observation data, and adjust professional learning and planning as needed.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Coaching and feedback with all math teachers using the GBF Scope and Sequence, and the See, Name It, Do It coaching model.</p> <p>Strategy's Expected Result/Impact: Increase the quality of Tier 1 Instruction</p> <p>Staff Responsible for Monitoring: Magnet Coordinator, Appraiser</p> <p>Action Steps: Train Tier 2 leaders, Multi-Classroom Leaders, and math teachers on creating exemplars and effective use of success criteria to lead students to mastery. Provide modeling, side by side coaching using using the GBF Scope and Sequence (See It Name It Do It) and develop Coaching Calendars. Begin weekly in-class coaching and modeling for math teachers. Engage all math teachers in biweekly planning and monthly PLC. Monitor progress using identified data points, T-TESS walkthrough, and observation data, and adjust professional learning and planning as needed.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All 3-5 math teachers will participate in Zearn Learning monthly unit planning cohort and coaching sessions, and assigned a multi-classroom leader to support with modeling and coaching instruction.</p> <p>Strategy's Expected Result/Impact: Increase the quality of Tier 1 Instruction</p> <p>Staff Responsible for Monitoring: Magnet Coordinator, Appraiser</p> <p>Action Steps: Schedule cohort planning days and coaching sessions. Schedule debrief meetings with Zearn Learning and MCL Develop Look For Rubric to monitor implementation of strategies</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
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Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: The percentage of students performing at the meets and masters level on math and reading STAAR will increase meets from 69% to 79% and masters from 27% to 32%.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of reading and math teachers will aggressively monitor student achievement goals using progress monitoring to meet goals of 79% meets and 32%masters, one-year growth in Math, strategic and aggressive interventions, and use of effective first instruction.

Evaluation Data Sources: Imagine Literacy and Math progress monitoring

Measuring Up Foundations monitoring

Ren360 Data

Interim Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Student goal setting after every interim assessment.</p> <p>Strategy's Expected Result/Impact: Increase student self efficacy</p> <p>Staff Responsible for Monitoring: 3-5 Math and Reading Teachers, Appraisers</p> <p>Action Steps: Develop student goal setting protocol. Train all Leaders on Protocol Goal set with students following each interim assessment and set new goals.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Every teachers will track student data using campus DDI protocol.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in Domain I and close the achievement gap.</p> <p>Staff Responsible for Monitoring: 3-5 Math and Reading Teachers, Appraisers, Classroom Leader</p> <p>Action Steps: Develop data talk protocol . Train all Classroom Leaders on Protocol Schedule Data Talks with actions steps to monitor student progress.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: The percentage of students receiving special education services will increase by 10% meets and 10% masters on STAAR 2023 Math.

Strategic Priorities:

Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: 100% of all SPED students in general education setting will receive small group instruction based on Ren360 data and resource pullouts.

Evaluation Data Sources: Ren360 data

SPED Progress Monitoring

Interim Assessment

Imagine Learning Monitoring

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Case Manager to provide job-embedded planning and support for SLC classroom.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and close achievement gap for SPED learners</p> <p>Staff Responsible for Monitoring: Case Manager/ SLL and PALS Teachers Sped Department Chair Principal</p> <p>Action Steps: Utilize Case Manager to provide job-embedded planning and support for SLL and PALS classrooms. Develop an online learning framework for SPED to ensure learning of life skills, as well as, real life instruction to achieve the same.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a Unique learning framework for SPED to ensure Tier 1 instruction is quality</p> <p>Strategy's Expected Result/Impact: Increase student achievement and close achievement gap for SPED learners</p> <p>Staff Responsible for Monitoring: Case Manager/SLL and PALS Teachers; Sped Department Chair Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Develop a biweekly planning protocol that incorporate backwards planning using Daily CFU's, Exit Tickets, and Weekly Formative Assessments.</p> <p>Strategy's Expected Result/Impact: Close instructional gaps for targeted groups of students to increase student achievement and close the achievement gap</p> <p>Staff Responsible for Monitoring: SPED Department Principal</p> <p>Action Steps: Develop Planning Protocol Training teachers on Protocol August 3 and 4 All in Learning PD during Pre-Service</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: 100% of parents whose students have attendance needs will engage in six weeks attendance meetings. Daily parent calls will continue.

Evaluation Data Sources: Parent Call Log

Tardy Sign-in Log

Attendance Log

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide parents with details about students' personal attendance, health, and wellness. Strategy's Expected Result/Impact: . Staff Responsible for Monitoring: Action Steps: Strategy's Expected Result/Impact: The attendance rate for the 2022-2023 school year will increase from 92% to 98% Staff Responsible for Monitoring: Instructional Leadership Team Registrar Wraparound Specialist Action Steps: Attendance Committee Meetings every three weeks Bulletin Board to promote Perfect Attendance for each grading cycle and morning announcements on campus promoting attendance Attendance Awards</p> <p>Title I: 2.4, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Aggressively monitor attendance by take attendance twice daily, once at 7:45am and 9:30, and making phone calls for each student to encourage coming to school.</p> <p>Strategy's Expected Result/Impact: Increase student attendance resulted minimized loss of instructional time for scholars</p> <p>Staff Responsible for Monitoring: Attendance Impact Committee Wraparound Specialist Registrar Principal</p> <p>Action Steps: Develop Attendance Impact Committee Calendar of Meetings Set Goals for the Group Monitor attendance goals weekly.</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Measurable Objective 1: Incorporate campus-wide PBIS program to increase behavior of good citizenship in all areas of the campus on a daily basis.

Evaluation Data Sources: SEL classroom interaction - data

Counselor sessions - data

Number of discipline referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide positive reinforcement of good behavior with SEL character education and incentive rewards</p> <p>Strategy's Expected Result/Impact: Decrease behavior conflicts to increase student achievement</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Action Steps: Six weeks awards for good citizen, good behavior and dress code</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Measurable Objective 2: Less than 1% of the student body will receive a discipline referral per quarter.

Evaluation Data Sources: Review of discipline referrals

Review of IAT referrals for discipline

Strategy 1 Details	Reviews			
<p>Strategy 1: Executing an effective PBIS (Positive Behavior Intervention and Supports) Program will lead to less office referrals due to increase self-efficacy and restorative strategies.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with strategies to make better decisions and decrease student referrals.</p> <p>Staff Responsible for Monitoring: Counselor Leadership Team Wraparound Specialist</p> <p>Action Steps: SEL push-in sessions by the Counselor will be conducted in every class once each 6 week period. The Counselor will provide weekly SEL topics to incorporate while students eat breakfast. The Counselor will also host individual and group sessions per submitted SAFs (Student Assistance Forms).</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Measurable Objective 1: 100% of the student body will receive violence prevention sessions once a semester with the counselor as well as sessions on bullying.

Evaluation Data Sources: Bullying Prevention Month Sessions

Violence Prevention Sessions survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Host and Record monthly safety meetings to discuss safety procedures and get feedback from parents.</p> <p>Strategy's Expected Result/Impact: Restore parent confidence in safe schools and result in increased attendance</p> <p>Staff Responsible for Monitoring: Principal Counselor Nurse Safety Committee</p> <p>Action Steps: Host Parent Meetings with PTO to discuss school safety. Revisit the school safety survey for parents to provide feedback. The survey will be released in both the Fall and Spring via Class Dojo and Remind.</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities:

Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: 100% of all SPED teachers and support team members will be provided biweekly professional learning opportunities utilizing the Unique curriculum.

Evaluation Data Sources: Case Manager Calendar

SLL and PALs Lesson Plans

Walkthrough and observation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct monthly safety walks with Safety Captain and Co-Captain to check to ensure doors are locked, each teacher has keys and id badges, door shade is attached to the door for quick use, emergency procedures books are visible, and all external doors are operable and secured during the instructional day.</p> <p>Strategy's Expected Result/Impact: Increase parent confidence in school safety plan and procedures</p> <p>Staff Responsible for Monitoring: Safety Captain, Co Safety Captain, Plant Operator Principal</p> <p>Action Steps: Develop Safety Plan Train teachers on Safety Plan Schedule Walkthrough and Debrief Calendar</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a Campus Safety Drill and share it with parents and community during Open House. Strategy's Expected Result/Impact: Increased awareness and ease community safety concerns. Staff Responsible for Monitoring: Action Steps:</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Staff Responsible for Monitoring: Principal Safety Captain Safety Co-Captain</p> <p>Action Steps: Develop Drill Schedule Provide parents with quarterly reports Provide SDMC with quarterly reports</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
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Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of all teachers will be engaged in monitoring student performance by subgroups on district and common assessments while using this data to monitor and adjust instruction increase the number of EL, Eco-disadvantaged, dyslexia, at-risk, and GT students.

Evaluation Data Sources: Data sources

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Case Manager to provide job-embedded planning and support for SLL and PALS classrooms. Develop a Unique learning framework for SPED to ensure Tier 1 instruction is impactful.</p> <p>Strategy's Expected Result/Impact: Support for SLL and PALS Classrooms</p> <p>Staff Responsible for Monitoring: Case Managers/SLL and PALS Teachers Principal Special Education Department Chair</p> <p>Action Steps: Utilize Case Manager to provide job-embedded planning and support for SLL and PALS classrooms. Develop an online learning framework for SPED to ensure learning.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: SLL Teacher and Case Manager will complete Unique training to increase quality and effectiveness of implementation.</p> <p>Strategy's Expected Result/Impact: Support for SLL Classroom</p> <p>Staff Responsible for Monitoring: Case Manager/SLL Teacher Principal Special Education Department Chair</p> <p>Action Steps: Utilize Case Manager to provide job-embedded planning and support for SLL classroom. Develop an online learning framework for SPED to ensure learning.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Measurable Objective 2: 100% of Gifted and Talented students will complete TPSP project.

Evaluation Data Sources: TPSP data
GT data

Strategy 1 Details	Reviews			
<p>Strategy 1: Engage students in biweekly guided project based learning time around their TPSP projects. Strategy's Expected Result/Impact: Staff Responsible for Monitoring: C Action Steps: Develop Schedule of Project-Based Learning Time Monitor student progress.</p> <p>Title I: 2.4, 2.6, 4.2 - Targeted Support Strategy - Additional Targeted Support Strategy Strategy's Expected Result/Impact: Increase the number of students engaged in TPSP project. Staff Responsible for Monitoring: Counselor Teacher Magnet Coordinator Action Steps: Develop TPSP Plan</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities:

Transforming Academic Outreach

Measurable Objective 1: 90% of parents will attend at least one curricular focused event in the fall and/or spring

Evaluation Data Sources: Event Sign-in Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a committee for Family Curriculum Night that includes the wraparound specialist, the magnet coordinator, and the teachers to organize a fun occasion that will showcase all of the student's abilities and engage the community to boost parent involvement.</p> <p>Strategy's Expected Result/Impact: Raise community and family involvement, and showcase student initiatives and talents.</p> <p>Staff Responsible for Monitoring: Wraparound Specialist, Magnet Coordinator, Classroom Leaders</p> <p>Action Steps: Curriculum Night Committee Sign Up October 4, 2022 Host First Curriculum Night in November</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Engage parents through Class Dojo and Remind, posting stories to the school storyboards. Send callouts and post them on the Campus Website. Send Monthly Parent Calendars.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement on the campus</p> <p>Staff Responsible for Monitoring: Administrative Assistant, Front Office Clerk, Principal, Website Manager, and Magnet Coordinator</p> <p>Action Steps: Send Callouts, Post events on the Campus Website, Class Dojo, and Remind one to two weeks before the event.</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: PTO will be established with of 10% or more of the student body represented by parents or guardians in attendance at events.

Evaluation Data Sources: PTO Sign-in Sheets
PTO Activity Log

Strategy 1 Details	Reviews			
<p>Strategy 1: Host at least two Breakfast with the principal events.</p> <p>Strategy's Expected Result/Impact: Raise community and family involvement, and showcase student initiatives and talents. Allow parents to have a voice and campus input on planning events.</p> <p>Staff Responsible for Monitoring: Wraparound Specialist, Magnet Coordinator, Classroom Leaders, Principal</p> <p>Action Steps: Host first event, Gumbo with Graham, on October 14, 2022</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Measurable Objective 1: 100% of students health and wellness will be consistently monitored by maintaining Immunization records, consistent vision, and hearing screeners.

Evaluation Data Sources: Hearing Screener

Vision Screener

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet with the school nurse to develop a plan for the completion of immunization monitoring. Host Vaccination Drives in the Fall and Spring, offering parents the opportunity to update vaccinations.</p> <p>Strategy's Expected Result/Impact: Increase the effectiveness of health and safety systems on campus</p> <p>Staff Responsible for Monitoring: Nurse Wraparound Specialist</p> <p>Action Steps: Meet with campus Nurse and complete plan for completion. Determine the dates for the Vaccination Drive on campus with follow up dates during Curriculum Night.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Vision screening for all students PK, K, 1st, 3rd, and 5th will be complete by December 9, 2022.</p> <p>Strategy's Expected Result/Impact: Develop a system for early identification of student vision</p> <p>Staff Responsible for Monitoring: Nurse, IAT Coordinator</p> <p>Action Steps: Meet with campus Nurse and complete plan for completion to develop a system for early identification of student vision. Create a calendar of days and time screening will occur. Provide necessary support to complete testing.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Hearing screening for all students PK, K, 1st, 3rd, and 5th will be complete by December 9, 2022</p> <p>Strategy's Expected Result/Impact: Develop a system for early identification of student hearing</p> <p>Staff Responsible for Monitoring: Nurse IAT Coordinator</p> <p>Action Steps: Meet with campus Nurse and complete plan for completion to develop a system. Monitor progress.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Type 2 Diabetes screening will occur in specified grades as determined by the nursing department and will be screened by the campus nurse.

Evaluation Data Sources: Screening

Data entry results

State report(s)

Strategy 1 Details	Reviews			
<p>Strategy 1: Diabetes screening for all students 1st, 3rd, and 5th will be complete by December 9, 2022. Action Steps: Strategy's Expected Result/Impact: Develop a system for early identification of diabetes Staff Responsible for Monitoring: Nurse Action Steps: Meet with campus Nurse and complete plan for completion to develop a system. Monitor progress</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The nurse will update the certification Strategy's Expected Result/Impact: Medication Administration requirements will be met, resulting in safer medical practices on campus Staff Responsible for Monitoring: School Nurse Campus Wellness Team Action Steps: The nurse will attend training and progress will be monitored</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Medication administration, including, but not limited to emergency care of students with diabetes, seizures, and life-threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.</p> <p>Strategy's Expected Result/Impact: Medication Administration requirements will be met, resulting in safer medical practices on campus</p> <p>Staff Responsible for Monitoring: School Nurse Campus Wellness Team</p> <p>Action Steps: The nurse will attend training and progress will be monitored</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	All teachers in PK-5 will engage in weekly literacy instructional planning and collaboration with an emphasis on planning and executing mini-lesson and guided reading instruction.
1	1	1	2	100% of ELA teachers will receive coaching using the Get Better Faster Scope and Sequence Guide, and feedback will be delivered using the See It Name It Do It coaching model.
2	1	1	2	Coaching and feedback with all math teachers using the GBF Scope and Sequence, and the See, Name It, Do It coaching model.
2	1	1	3	All 3-5 math teachers will participate in Zearn Learning monthly unit planning cohort and coaching sessions, and assigned a multi-classroom leader to support with modeling and coaching instruction.
3	1	1	1	Student goal setting after every interim assessment.
3	1	1	2	Every teachers will track student data using campus DDI protocol.
4	1	1	1	Utilize Case Manager to provide job-embedded planning and support for SLC classroom.
4	1	1	2	Develop a Unique learning framework for SPED to ensure Tier 1 instruction is quality
4	1	1	3	Develop a biweekly planning protocol that incorporate backwards planning using Daily CFU's, Exit Tickets, and Weekly Formative Assessments.
5	1	1	1	Provide parents with details about students' personal attendance, health, and wellness. Strategy's Expected Result/Impact: . Staff Responsible for Monitoring: Action Steps:
5	1	1	2	Aggressively monitor attendance by take attendance twice daily, once at 7:45am and 9:30, and making phone calls for each student to encourage coming to school.
5	2	1	1	Provide positive reinforcement of good behavior with SEL character education and incentive rewards
5	2	2	1	Executing an effective PBIS (Positive Behavior Intervention and Supports) Program will lead to less office referrals due to increase self-efficacy and restorative strategies.
5	3	1	1	Host and Record monthly safety meetings to discuss safety procedures and get feedback from parents.
5	4	1	1	Conduct monthly safety walks with Safety Captain and Co-Captain to check to ensure doors are locked, each teacher has keys and id badges, door shade is attached to the door for quick use, emergency procedures books are visible, and all external doors are operable and secured during the instructional day.
5	4	1	2	Develop a Campus Safety Drill and share it with parents and community during Open House. Strategy's Expected Result/Impact: Increased awareness and ease community safety concerns. Staff Responsible for Monitoring: Action Steps: Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy
5	5	1	1	Utilize Case Manager to provide job-embedded planning and support for SLL and PALS classrooms. Develop a Unique learning framework for SPED to ensure Tier 1 instruction is impactful.
5	5	1	2	SLL Teacher and Case Manager will complete Unique training to increase quality and effectiveness of implementation.

Board Goal	Goal	Measurable Objective	Strategy	Description
5	5	2	1	Engage students in biweekly guided project based learning time around their TPSP projects. Strategy's Expected Result/Impact: Staff Responsible for Monitoring: C Action Steps: Develop Schedule of Project-Based Learning Time Monitor student progress. Title I: 2.4, 2.6, 4.2 - Targeted Support Strategy - Additional Targeted Support Strategy
5	6	1	1	Create a committee for Family Curriculum Night that includes the wraparound specialist, the magnet coordinator, and the teachers to organize a fun occasion that will showcase all of the student's abilities and engage the community to boost parent involvement.
5	6	1	2	Engage parents through Class Dojo and Remind, posting stories to the school storyboards. Send callouts and post them on the Campus Website. Send Monthly Parent Calendars.
5	7	1	1	Meet with the school nurse to develop a plan for the completion of immunization monitoring. Host Vaccination Drives in the Fall and Spring, offering parents the opportunity to update vaccinations.
5	7	1	2	Vision screening for all students PK, K, 1st, 3rd, and 5th will be complete by December 9, 2022.
5	7	1	3	Hearing screening for all students PK, K, 1st, 3rd, and 5th will be complete by December 9, 2022
5	8	1	3	Medication administration, including, but not limited to emergency care of students with diabetes, seizures, and life-threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
3	1	1	1	Student goal setting after every interim assessment.
3	1	1	2	Every teachers will track student data using campus DDI protocol.
4	1	1	1	Utilize Case Manager to provide job-embedded planning and support for SLC classroom.
4	1	1	2	Develop a Unique learning framework for SPED to ensure Tier 1 instruction is quality
4	1	1	3	Develop a biweekly planning protocol that incorporate backwards planning using Daily CFU's, Exit Tickets, and Weekly Formative Assessments.
5	1	1	1	Provide parents with details about students' personal attendance, health, and wellness. Strategy's Expected Result/Impact: . Staff Responsible for Monitoring: Action Steps:
5	1	1	2	Aggressively monitor attendance by take attendance twice daily, once at 7:45am and 9:30, and making phone calls for each student to encourage coming to school.
5	2	1	1	Provide positive reinforcement of good behavior with SEL character education and incentive rewards
5	2	2	1	Executing an effective PBIS (Positive Behavior Intervention and Supports) Program will lead to less office referrals due to increase self-efficacy and restorative strategies.
5	3	1	1	Host and Record monthly safety meetings to discuss safety procedures and get feedback from parents.
5	4	1	1	Conduct monthly safety walks with Safety Captain and Co-Captain to check to ensure doors are locked, each teacher has keys and id badges, door shade is attached to the door for quick use, emergency procedures books are visible, and all external doors are operable and secured during the instructional day.
5	4	1	2	Develop a Campus Safety Drill and share it with parents and community during Open House. Strategy's Expected Result/Impact: Increased awareness and ease community safety concerns. Staff Responsible for Monitoring: Action Steps: Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy
5	5	1	1	Utilize Case Manager to provide job-embedded planning and support for SLL and PALS classrooms. Develop a Unique learning framework for SPED to ensure Tier 1 instruction is impactful.
5	5	1	2	SLL Teacher and Case Manager will complete Unique training to increase quality and effectiveness of implementation.
5	5	2	1	Engage students in biweekly guided project based learning time around their TPSP projects. Strategy's Expected Result/Impact: Staff Responsible for Monitoring: C Action Steps: Develop Schedule of Project-Based Learning Time Monitor student progress. Title I: 2.4, 2.6, 4.2 - Targeted Support Strategy - Additional Targeted Support Strategy
5	6	1	1	Create a committee for Family Curriculum Night that includes the wraparound specialist, the magnet coordinator, and the teachers to organize a fun occasion that will showcase all of the student's abilities and engage the community to boost parent involvement.

Board Goal	Goal	Measurable Objective	Strategy	Description
5	6	1	2	Engage parents through Class Dojo and Remind, posting stories to the school storyboards. Send callouts and post them on the Campus Website. Send Monthly Parent Calendars.
5	7	1	1	Meet with the school nurse to develop a plan for the completion of immunization monitoring. Host Vaccination Drives in the Fall and Spring, offering parents the opportunity to update vaccinations.
5	7	1	2	Vision screening for all students PK, K, 1st, 3rd, and 5th will be complete by December 9, 2022.
5	7	1	3	Hearing screening for all students PK, K, 1st, 3rd, and 5th will be complete by December 9, 2022
5	8	1	3	Medication administration, including, but not limited to emergency care of students with diabetes, seizures, and life-threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

State Compensatory

Budget for 232 Ross Elementary School

Total SCE Funds: \$80,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Education programs funded through State Compensatory Education are Literacy Now, Measuring Up Interventions, STEMscopes, HMH consumables, and Scholastic Reading.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment is a direct correlation of the 2022 STAAR, Renaissance 360, TELPAS, and PEIMS reports. As a campus, Betsy Ross ES received a "C" rating on the accountability rating scale. The campus met standard in Domain 2 and Domain 3, however, did not meet standard in Domain 1. The campus received the full 10 points on TELPAS. The review of Domain 2 revealed substantial growth amongst the sub-populations. There is evidence of closing the achievement gap as indicated by Domain 3. The standards of Domain 2 and Domain 3 being met were accomplished with HB4545 tutorials on Tuesdays and Thursdays with academic tutorials on Mondays and Wednesdays; Saturday tutorials were held on Saturdays. Intervention time was allotted during the master-schedule.

To accelerate learning in Domain 1, the framework of Get Better Faster and See It, Name It, Do It protocols will be instituted to provide coaching to the Tier II appraiser and other instructional coaches. Frame Change will be used for HB4545 after-school tutorials for 3rd -5th grades and Literacy Now in school pull outs for K-2 literacy achievement. The Get Better Faster Model will be ongoing and will include planning, modeling, and practicing with high impact strategies with teachers. The high impact strategies such as student discourse, creations of exemplars, deconstruction of standards, and use of student success criteria. Using such strategies will increase the rigor of first instruction, plan more engaging student activities using sheltered instruction and AVID strategies to improve reading skills, reading comprehension, and writing across content. All ELA teachers are ESL certified but more professional development on sheltered instruction will be provided to all 3rd - 5th grade students, especially ELs.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Betsy Ross' improvement plan is developed with the information provided from members of the Ross community, including stakeholders who are responsible for executing the vision of the campus. The members include the principal, teachers, teacher assistants, counselor, Sped Chair, wraparound specialist, administrative assistants, and other campus leaders.

The School Improvement Plan is a living document with changes being made when necessary. The follow stakeholders will be responsible for changes:

- PTO Impact Meetings to discuss campus successes, concerns, and long term goals
- Quarterly SDMC meetings to share updated campus data, goals, vision, and campus directions
- Community meetings, Academic Nights, and Parental Need Sessions

2.2: Regular monitoring and revision

The School Improvement Plan will continually be monitored and revised by:

- Ongoing review SIP Alignment
- Review of Data
- Six weeks review of Title I funds and resources

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents and the community in the following location(s):

- Campus Website
- Campus Canvas Site (when available)

The SIP was made available to parents by:

Sending home via campus flyer of resource links in Friday communications

Communicating the availability for review to parents on the campus communication platform Class DoJo and Remind Call out.

The SIP will be available in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include the following schoolwide reform strategies:

- Weekly PLC to improve rigor and first instruction
- 45 minute in school intervention period
- After-school accelerated instruction (HB4545)
- Effective use of exemplars and student engagement strategies
- Increase student discourse via varies methods
- Biweekly data digs

2.5: Increased learning time and well-rounded education

Increased learning through learning time and well-rounded education for our students include:

- Robotics - 3 week outsourced
- Sports and Cheer Enrichment
- Weekly Science lab
- After-school tutorials (Frame Change)
- Vertical alignment planning 3-5
- Increase GT recruitment

2.6: Address needs of all students, particularly at-risk

Betsy Ross will continue to provide strategies that provide all students the opportunity, especially those students at risk of not meeting the expectations of the state academic standards at proficient and advance levels of student achievement. The campus strategies include:

Explicit Tier 1 instruction in all content areas

Use student success criteria to check for mastery

Create and utilize student exemplars to ensure instructional alignment

Small group instruction for math and reading based on data needs

Guided reading

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

SDMC meetings will specifically review SIP and discuss future planning for budget, academics, SEL, and student enrichment programs at Ross. The meetings will be held quarterly in the following months:

- September
- December
- February
- May

Leadership Team Meeting will review and provide feedback to bring to SDMC monthly.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be developed by the PTO, teachers, and administrative assistants. Once developed, the policy will be distributed on the campus website, Canvas, and sent home every 3 weeks via classroom folders.

The information will be distributed in the following languages:

- English
- Spanish

Strategies to increase family engagement:

- Re-establish Parent Resource Center

- Parenting classes
- Creating volunteer opportunities
-

5. Targeted Assistance Schools Only

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Ahmesha Graham	Principal
Non-classroom Professional	Emily Medrano	Non-Classroom Professional
Non-classroom Professional	Tareese Glover	Non-Classroom Professional
Classroom Teacher	Maria Barquero	Classroom Teacher
Media Specialist	Latoya Alexander	Classroom Teacher
Business Representative	Viula Torgerson	Business Representative
Community Representative	Keith Downey	Community Member
Parent	Mireya Barajas	Parent
Parent	Charity Spears	Parent
Non-classroom Professional	Peggy Elder	Special Education Chair

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD’s External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus’s needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.

- Indicate the programs and resources that are being purchased out of Title I funds.

- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____

2. _____

3. _____

4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

**2022-2023 Title I, Part A Campus Improvement Plan (CIP) —
Schoolwide and Targeted Assistance, continued**

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

*NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.***

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels – [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

**2022-2023 Title I, Part A Campus Improvement Plan (CIP) —
Schoolwide and Targeted Assistance, continued**

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>
